# The University of Alabama
## College of Education
## Dispositions Rubric – Masters Level*

| Affective Domain | | Advanced | Target | Developing | Unacceptable |
|---|---|---|---|---|---|
| | | Internalize | Organize | Respond | |
| | | Embody | Value | Receive | |
| Masters | Procedural | Institutes | Formulates/Initiates | Helps/Answers | |

| Cognitive Domain | | Advanced | Target | Developing | Unacceptable |
|---|---|---|---|---|---|
| | | Create | Evaluate | Understand | |
| | | | Analyze | Apply | Remember |
| | | | | | |
| Masters | Procedural | Composes | Evaluates | Predicts | |

**Dispositions** are qualities of mind and character, and thus involve both the cognitive and affective domains.

| Dispositions | | Advanced | Target | Developing | Unacceptable |
|---|---|---|---|---|---|
| | | | | | |
| Masters | Competent | Composes and institutes | Researches and acts | Assesses and arranges | Does not assess or arrange |

Bloom distinguishes different kinds of knowledge[3]:

**Factual Knowledge** is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.

**Conceptual Knowledge** is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.

**Procedural Knowledge** refers to information or knowledge that helps students to do something specific to a discipline, subject, or area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.

**Metacognitive Knowledge** is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

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[3] Adapted from Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Longman.

**Amended** on **1/7/2021** to include Diversity definition

| Masters Dispositions | Advanced | Target | Developing | Unacceptable |
|---|---|---|---|---|
| | Composes and institutes | Researches and acts | Assesses and arranges | Does not assess or arrange |
| Disposition 1 Diversity | **Creates** differentiated experiences based on curricular content, and/or professional standards that connect to the learners' personal and cultural characteristics | Uses **research and applies** instructional and curricular strategies that connect to the learners' personal and cultural characteristics | **Employs** strategies that connect to learners' personal and cultural characteristics | **Only recognizes** how instructional and curricular strategies connect to the learners' personal and cultural characteristics |
| Disposition 2 Fairness and Equity | **Creates** social justice practices that support the individual rights and needs of all students | **Researches and applies** practices that respect the individual rights and needs of all students | **Employs** practices that respect the individual rights and needs of all students. | **Only recognizes** the practices that respect the individual rights and needs of all students |
| Disposition 3 Collaboration | **Solves** educational problems with institutional and community stakeholders | **Engages** purposefully with institutional and community stakeholders using research-based practices | **Employs** collaborative practices with institutional and community stakeholders | **Relies** only on one's own point of view rather than collaborating with institutional and community stakeholders |
| Disposition 4 Reflective practice | **Creates** dialogue and opportunities for critical reflection among colleagues and other stakeholders to improve professional practices | **Analyzes** research-based practices to enhance critical reflection of one's professional practices | **Employs** critical reflection to evaluate one's own performance to develop more effective professional practices | **Does not demonstrate** the use of critical reflection to evaluate one's own professional practices |

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# Definitions*

**Collaborative communities** - bringing individuals, agencies, organizations, and community members together in an atmosphere of support to solve existing and emerging issues systematically, to improve student learning (Speck, 1999).

**Critical reflection** –thinking deeply about how and why individual thinking achieved certain ends or failed to achieve others and acquiring a renewed understanding of individual or group goals, beliefs, and practices that will affect future action (Roberts & Pruitt, 2009; Shulman, 2004).

**Differentiated experiences** – A framework or philosophy that involves providing different students with different avenues to learning in terms of acquiring content; processing, constructing, or making sense of ideas; and developing educational materials and assessment measures so that all students can learn effectively, regardless of differences in ability (Tomlinson, 2004).

**Diversity** – Includes "1) Individual differences (e.g., personality, interests, learning modalities, and life experiences),and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background" (InTASC Model Core Teaching Standards, 2011, p. 21).

**Educational environment** – "refers to the physical location, contexts, and cultures in which students learn. Educational environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety" (http://edglossary.org).

**Educational issues** - issues that are **important** to education. They are the obstacles that get in the way or the **important** elements that educators need to focus on in order to move forward and offer **better** opportunities **t**o our students (Bull, 2016).

**Institutional and community stakeholders** – "anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders might also be collective entities such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers' unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines" (http://edglossary.org).

**Instructional and curricular strategies** - a planned sequence of experiences that occur in the educational process (Kelly, 2009; Wiles, 2008).

**Leadership** - "a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task" (Chemers, 1997).

**Rights and needs** - Student rights are those rights, such as civil, constitutional, contractual, and consumer, regulating student rights and freedoms and allowing students to be engaged with and operate freely within an educational environment (U.S. Department of Education, 2016). Student needs are those basic to survival and academic success (example: Maslow's hierarchy of needs, differentiated instruction, etc.) (Tomlinson, 2003).

**Professional practices** – the practices expected of a teacher. Professionals should (1) act on the most current knowledge that defines their field; (2) be student centered and adapt to meet the needs of individual students; (3) be results oriented; and (4) uphold the standards of the profession in their own practice and through peer review (Wiggins & McTighe, 2006).

**Social justice practices** - the belief that all students can and will reach proficiency, without exceptions or excuses, and that schools ought to be organized to advance the equitable learning of all students (Capper & Frattura, 2008).

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